

# DESIGNING WORLD LANGUAGE CURRICULUM FOR INTERCULTURAL COMMUNICATIVE COMPETENCE

UNFOLDING CURRICULUM WITH NO END IN MIND



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CHAPTER ONE

# UNFOLDING CURRICULUM WITH NO END IN MIND



## WORLD LANGUAGE CURRICULUM DESIGN

SHOULD FOCUS ON WHAT LEARNERS DO THAT IS NEW,  
SO THAT THEY CAN CONTINUE TO DO IT WITHOUT US.

# ENDURING UNDERSTANDINGS



- Intercultural transferable goals focus and unfold vertically articulated or linked curriculum.
- Curriculum and assessment are planned backward from these concepts and inform key performance assessments with transdisciplinary visibility.
- Using a language appropriately within any given culture requires high adaptability and tolerance of new situations.
- Evidence is determined by the extent to which we can manage incomplete information and solve problems without cues or extensive support.
- Curriculum and assessment design focuses on mediation of meaning between and across cultures.
- Creativity for language learning is a tool as well as a goal.
- Teaching and learning happen within unique and shared social, cultural, and historical contexts.

# ESSENTIAL QUESTIONS



- What does it mean for learners to be ready for a world they haven't yet experienced?
- To what extent are relevance and applicability inherent qualities of your curriculum and assessment?
- What is the role of instructor as designer?
- What does vertical articulation look like in language curriculum design?
- How does unpredictability teach flexibility?
- What is the value of poise over perfection?

# UNFOLDING CURRICULUM WITH NO END IN MIND



I can:

- Define articulation and its role in developing intercultural curriculum and assessment
- Identify components of Articulated Assessment Transfer Tasks and ICANADAPT design framework
- Explain the role of teacher as designer for learner autonomy



# UNFOLDING CURRICULUM WITH NO END IN MIND



## Rewind:

- Which ideas stand out for you after reading the Preface?
- Ask your colleague three questions based on the Preface.
- What do you think an articulated curriculum for world languages/MFL looks like?
- Explain your experience with learning and/or teaching a language.
- What are you looking forward to learning about in this book that will benefit your work?

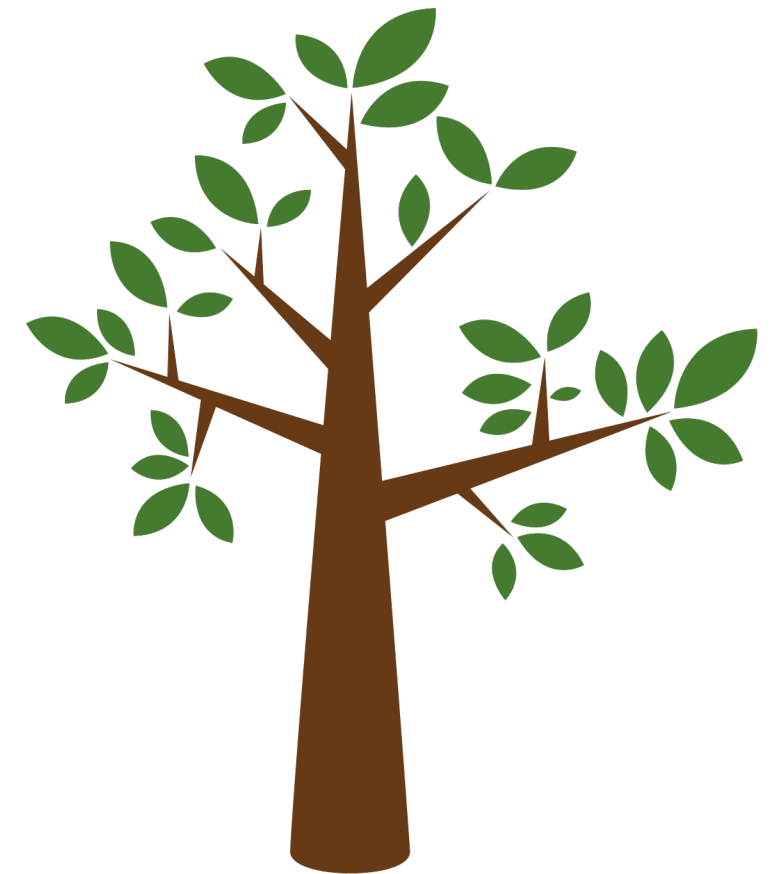


# INTERCULTURAL PERSPECTIVES AND TRANSDISCIPLINARY CONTENT UNFOLD ARTICULATED CURRICULUM AND SCAFFOLD KEY TASKS OF MEANINGFUL PERFORMANCE.

Vertical Articulation between levels, buildings and schools

Concepts and content for disciplined thinking

Key performance tasks as Articulation Spiral Points



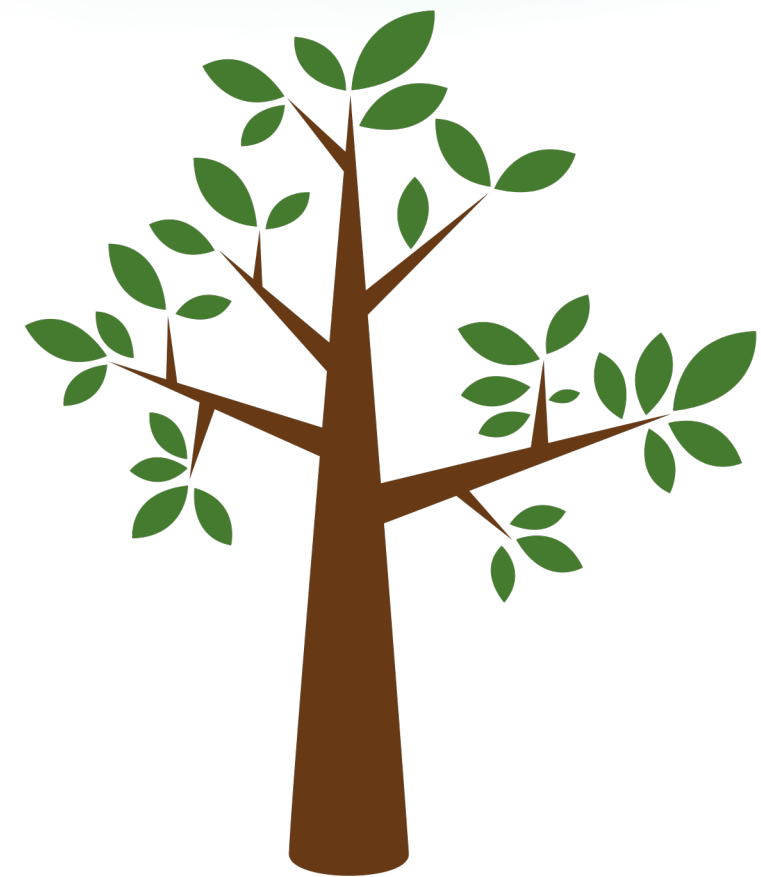
# PAUSE TO PONDER

The following table depicts features of a grammar or topic coverage model next to those for articulated, intercultural design, introduced thus far and uncovered in this book.

What are some of the features you want to see or believe you will encounter in this framework?

Which framework is more familiar to you?

Can you give any examples as evidence for any of the features below?





# FRAMING THE REINVENTION

## Traditional Grammar or Topic Coverage Design

Learner as passive, dependent, and reliant.

The textbook as curriculum.

Units and schemes of work focus on drill and mechanical practice.

Assessment is most often paper-pencil; grammar in isolation.

Learning about the language as four skills is the goal.

Learner receives isolated cultural facts that are fixed and static.

Teacher is passive transmitter of information.

## Articulated Intercultural Transfer based Design

Learner as active, independent and autonomous.

Curriculum uses authentic transdisciplinary resources for intercultural transfer goals.

Relevant and applicable contexts and key performances frame schemes of work and units.

Key transfer tasks and formative performance assessments prevail within a variety of assessment evidence.

Learners use language and drama to appraise, evaluate, and critique cultures, language, and content within various disciplines at all levels of learner engagement.

Learner engages in mediation strategies to bridge, exchange, and clarify cultural perspectives, practices, and products.

Teacher is active co-creator of transformative learning.

# ICANADAPT



**STAGE 1:  
IDENTIFY DESIRED  
RESULTS**

Cultures drive what learners understand by the end of the unit

**Culture**  
Enduring Understandings  
Essential Questions  
Intercultural Transfer Goals  
Mediation for Transfer

Designing World Language Curriculum for Intercultural Communicative Competence. J. Eddy, 2022. © Bloomsbury Academic Education



**STAGE 2:  
DETERMINE ACCEPTABLE  
EVIDENCE**

**Communication**  
Summative Performance Assessment  
Interpretive - Interpersonal - Presentational  
Conception - Consensus - Creation  
Performance Assessment Specific Statements Can Do



**STAGE 3:  
PLAN LEARNING  
EXPERIENCES AND  
INSTRUCTION**

Lessons demonstrate what learners can do with increasing novelty

**Comparisons, Connections, Communities**  
Formative Assessments in three modes  
Intercultural Transfer targets  
Performance Assessment Specific Statements Can Do

Key performances of novel transfer tasks determine evidence of what learners can do with content

(Eddy, 2006, 2007, 2009, 2015.)

Designing World Language Curriculum for Intercultural Communicative Competence. J. Eddy, 2022. © Bloomsbury Academic Education

(Council of Europe, 2020); National Council of State Supervisors of Foreign Language, 2017; National Standards Collaborative Board, 2015; Wiggins & McTighe, 2005).

# STAGE ONE AND STAGE THREE AT A GLANCE

## STAGE ONE

Enduring Understandings  
Essential Questions

Big Ideas and Themes  
Recursive

Use cultural perspectives to design them  
Last a lifetime

GOOD HEALTH COMBINES MIND, BODY, SPIRIT.

WHAT IS A HEALTHY LIFESTYLE?

## STAGE THREE

Objective statements  
Focus Questions

Skills and Facts  
Recall

Use your Assessment tasks to design them  
Answerable end of class

STUDENTS WILL BE ABLE TO IDENTIFY HEALTHY CHOICES.

WHAT ARE COMMON BREAKFAST FOODS IN MEXICO?

CONCEPT  
THEME

ENDURING  
UNDERSTANDING

ESSENTIAL  
QUESTION

INTERCULTURAL  
TRANSFER  
TARGET

INTERCULTURAL  
TRANSFER  
TARGET

INTERCULTURAL  
TRANSFER  
TARGET

NOVICE

INTERMEDIATE

ADVANCED

CUISINE  
AND MEAL  
TAKING

Food is charged with all sorts of personal, familial and cultural symbolism.

To what extent does our lifestyle influence our diet?

I can identify eating habits between cultures through gestures, images and phrases to someone else unfamiliar with them.

I can compare dishes served in schools from other countries and clarify details that may be new for someone else.

I can make cultural dietary preferences and concerns accessible to someone unfamiliar with them.

HEALTH  
AND  
WELLBEING

Health depends on many factors, including our habits, culture, diet, and lifestyle.

What is good health?

How do culture, media and lifestyle affect health?

I can identify common remedies across cultures to someone unacquainted with these products.

I can compare health practices across cultures for people unaccustomed to them.

I can explain to someone unaware of remedios caseros why a culture chooses some remedies and practices over others.

Health is a combination of mind, body, and spirit.

# SEVEN GUIDING PRINCIPLES FOR WORLD LANGUAGE CURRICULUM DESIGN

- 1) Intercultural perspectives and transdisciplinary content unfold articulated curriculum and scaffold key tasks of meaningful performance.
- 2) Learners acquire and own language not by linear and predictable memorization of functions, structures, and forms but through *creative interaction in tasks with transdisciplinary content in texts*.
- 3) Key Performance tasks are designed for transfer to novel contexts, situations or audiences.
- 4) Complexity differentiates tasks, not topics, themes, or texts.
- 5) Learners are active social agents co-constructing meaning through mediation and complex tasks across languages and cultures.
- 6) Tasks solve problems and create products relevant to college, community, work and world.
- 7) Learners take risks to apply their repertoire flexibly but not with native-like accuracy.

# SEVEN GUIDING PRINCIPLES FOR WORLD LANGUAGE CURRICULUM DESIGN



1) Intercultural perspectives and transdisciplinary content unfold articulated curriculum and scaffold key tasks of meaningful performance.



- ✓ Vertical Articulation between levels, buildings and schools
- ✓ Concepts and content for disciplined thinking
- ✓ Key performance tasks as Articulation Spiral Points

# SEVEN GUIDING PRINCIPLES FOR WORLD LANGUAGE CURRICULUM DESIGN

2) Learners acquire and own language not by linear and predictable memorization of forms but through creative, *unpredictable interaction in tasks* with *transdisciplinary concepts in texts*.



- ✓ Shift from coverage, drill and predictable items of passive learning
- ✓ Novel performance tasks for unpredictable and interactive learning
- ✓ Authentic community texts for complex tasks and common practices

# SEVEN GUIDING PRINCIPLES FOR WORLD LANGUAGE CURRICULUM DESIGN

3) Key performance tasks are designed for transfer to novel contexts,  
situations, or audiences.



- ✓ Use differently from how it was originally learned
- ✓ On your own, solve a novel challenge using language repertoire
- ✓ Creative, unpredictable interactions with more novelty over time



# INTERCULTURAL CURRICULUM ALIGNS NOVEL ASSESSMENT DESIGN ARTICULATED PERFORMANCE AND TRANSFER

## ICANADAPT

### Respond

How does the culture think, feel, behave, participate or respond to this theme?

### Remember

What do you want the learner to understand and remember about the culture through key performance tasks?

### Reprise

What cultural perspectives do you want the learner to revisit and reprise throughout your curriculum?

# SEVEN GUIDING PRINCIPLES FOR WORLD LANGUAGE CURRICULUM DESIGN

4) Complexity differentiates tasks, not topics, themes, or texts.



✓ All concepts are possible on spiral curriculum.

✓ Topic and text do not determine the level;  
the task you design for it does.

✓ Earlier and later learning become clear with onset creativity.



# SEVEN GUIDING PRINCIPLES FOR WORLD LANGUAGE CURRICULUM DESIGN



5) Learners are active social agents co-constructing meaning through mediation and complex tasks across languages and cultures.

- ✓ Learners help construct, clarify, bridge and exchange meaning with and for others
- ✓ Novel tasks provide opportunities to collaborate and create new meaning
- ✓ Learners can mediate at all levels of engagement, starting with visuals and single words



# SEVEN GUIDING PRINCIPLES FOR WORLD LANGUAGE CURRICULUM DESIGN

6) Tasks solve problems and create products relevant to college,  
community, work and world.



- ✓ Our identities, cultural response and contributions are found in every discipline
- ✓ Relevance and applicability to the learner must lie in what they see in daily life
- ✓ Learner autonomy can occur via tasks that emphasize novelty and value beyond the classroom



# SEVEN GUIDING PRINCIPLES FOR WORLD LANGUAGE CURRICULUM DESIGN



7) Learners take risks to apply their repertoire flexibly but not with native-like accuracy.



✓ The goal is to communicate within and between cultures with self reliance, poise but not perfection.



✓ Design meaningful tasks first, then determine the grammar and vocabulary needed to do them.

✓ Challenge the risk averse with tasks on what people think, do and create.

# ICANADAPT-AATT

## ARTICULATED ASSESSMENT TRANSFER TASKS

### CONTEXT

How can the learner solve a problem or create a product for an audience beyond self and classroom?

### COHORT

How can all learners engage and understand the concept and prepare a deliverable according to their level of engagement?

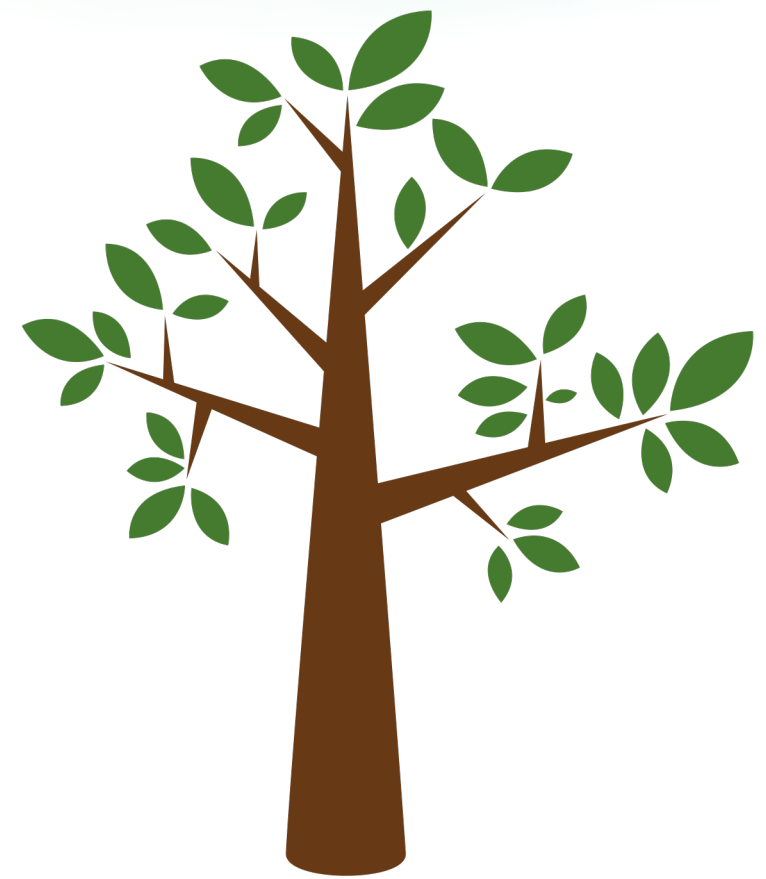
### CAN

How can the learner demonstrate  
Complexity  
Autonomy and  
Novelty?

# CHECK FOR LEARNING

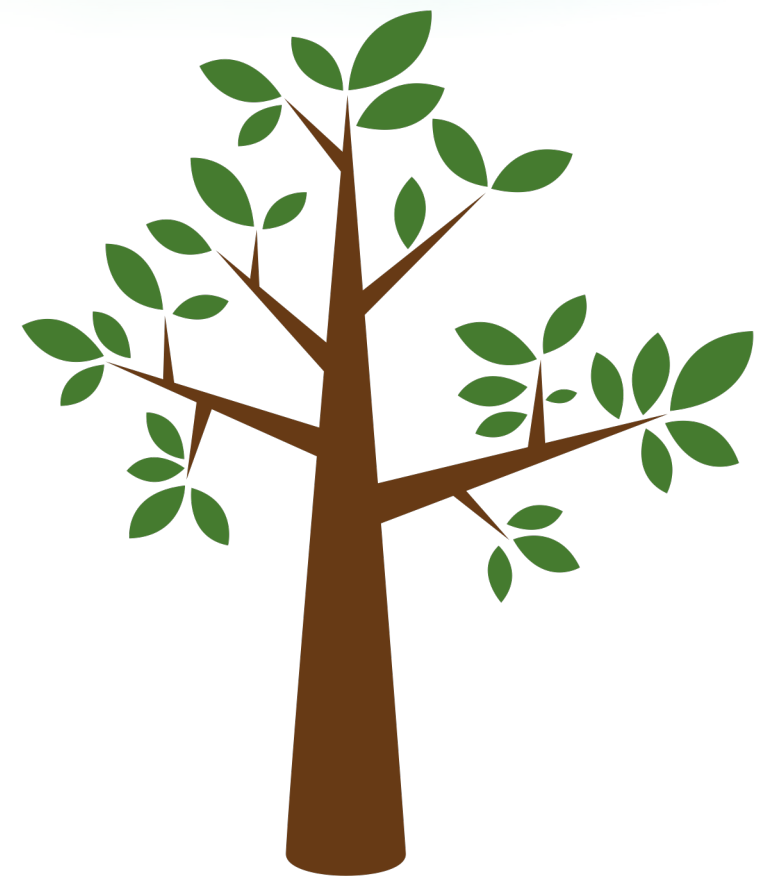
Where do you see evidence of the seven principles in the exemplars *Sana, Sana and Viva la Vida*?

How are these exemplars different from the Grammar or Topic based curriculum on table above?



# BRIDGE TO DESIGN

1. What cultural perspectives do Drs Gilbert and Eddy want pupils to understand from these exemplars?
2. Review the presentational mode tasks from either *Sana, Sana* or *Viva la Vida* again. From what you already understand thus far, what can the student do as a result of these tasks? Can you think of other presentations or products for the *Viva la Vida* channel?
3. Which researchers and practitioners do you think may have guided the authors on these exemplars?
4. How are learners developing mediation strategies with these tasks? Give examples where you notice they are facilitating new meaning and concepts to others.
5. Is there a design feature that calls out to you? Share with colleagues.







# DESIGN FOR TRANSFER



## DESIGN

## DESIGN

CONSIDER A CONCEPT OR  
PERSPECTIVE THAT YOU ENVISION  
CAN BE UNFOLDED THROUGHOUT  
YOUR CURRICULUM.

CONSIDER A POSSIBLE TASK THAT  
COULD SOLVE A PROBLEM OR  
CREATE A PRODUCTS OF VALUE TO  
THE COMMUNITY.

# ARTICULATED ASSESSMENT TRANSFER TASK (AATT) TEMPLATE

 ENDURING UNDERSTANDINGS

 ESSENTIAL QUESTIONS




 CONTEXT

 ARTICULATION SPIRAL POINTS

 INTERCULTURAL TRANSFER TARGETS

 MEDIATION FOR TRANSFER



	PERFORMANCE TARGET LEVEL	PERFORMANCE TARGET LEVEL	PERFORMANCE TARGET LEVEL
	AUTHENTIC MATERIAL DESCRIPTIONS	AUTHENTIC MATERIAL DESCRIPTIONS	AUTHENTIC MATERIAL DESCRIPTIONS
<b>INTERPRETIVE TASK</b>  			
<b>INTERPERSONAL TASK</b>  			
<b>PRESENTATIONAL TASK</b>  			

### ENDURING UNDERSTANDINGS

- Health practices and perspectives vary across cultures.
- Health depends on many factors, including our diet, culture and lifestyle.
- Sociopolitical, media and environmental factors can play a role in healthcare

### ESSENTIAL QUESTIONS

- How does the media affect our health and lifestyle?
- To what extent does culture inform our health and wellness practices?
- How do we talk about our health with others in my family and community?

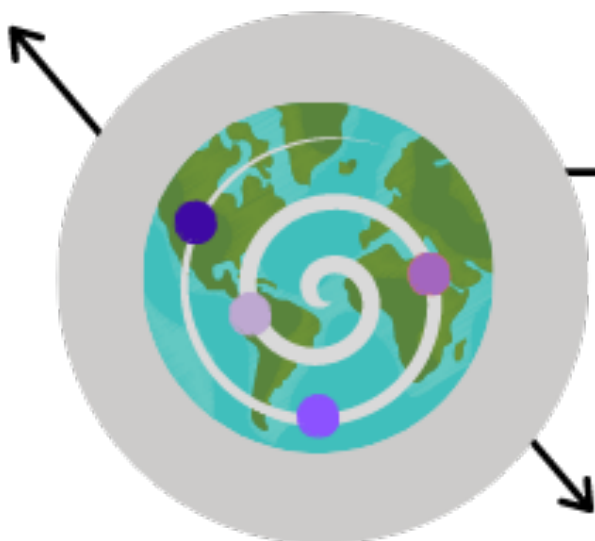
## I CAN

	KNOWLEDGE	SKILLS
<b>REVIEW</b>	Fats, fast food, sugary, dairy products	Create a chart about steps to a healthy lifestyle
<b>SPIRAL</b>	Exercise, drink water, walk, whole grains, carbohydrates, have to	Ask my partner about their healthy choices
<b>NEW</b>	Gain or lose weight, fried, starch, harm, prohibit, junk food	Write a script about healthy initiatives and diet choices

### CONTEXT

Viva la Vida is looking for episode content with a focus on healthy lifestyles

	<b>INTERPRETIVE</b>	Examine a variety of infographics, videos, commercials to categorize items with high sugar, salt, fat, and carbs. Write 3 questions on foods.
	<b>INTERPERSONAL</b>	Come to consensus on which food items to include on a diet for people with different health needs and goals.
	<b>PRESENTATIONAL</b>	Create a multimedia presentation outlining healthy lifestyle choices in the community.



VIVA LA VIDA

### LEARNING EXPERIENCES AND INSTRUCTION

- VOICETHREAD/FLIPGRID
- VENN DIAGRAM
- INFOGRAPHIC
- # comedasaludable

? Fmdiabetes.org

? Miescuelasaludable.org

### INTERCULTURAL TRANSFER TARGETS

- \* identify and compare health practices and food products to help understand perspectives.
- \* choose and design health conscious meal options with community needs in mind.

### MEDIATION FOR TRANSFER

- &**
- Bridge and exchange ideas on remedios caseros and western medicine
  - Identify visuals to explain concepts to others
  - Explain information on an infographic or chart
  - Compare practices and community response to wellness

### AESTHETICS AND DRAMA STRATEGIES

student "in role as expert"  
photos on food; open air markets

PRODUCTS	PRACTICES	PERSPECTIVES
<b>+</b> metate molcajete comal  remedios caseros herbs manzanilla jengibre canela	including family in health decisions  <b>!</b> no junk food sold in schools  heavier meals midday	

# ICANADAPT CONCEPT MAP

# DISCUSS THE ISSUES

- 1) Our curriculum should give learners the tools to continue creating language without us.  
Discuss.
- 2) The topic doesn't determine the level; the task you design for it does. Discuss.
- 3) How do we promote and support a self-directed learner who communicates with poise but not perfection? Why does it matter?
- 4) What are some of the challenges and benefits of vertical articulation?
- 5) Why are novel tasks key evidence of intercultural communicative competence?
- 6) Transfer does not happen by chance. Discuss.
- 7) Learners often take their cue from the teacher. Explain the shift of language teacher as designer to challenge the risk averse.

# REFLECT AND REVISIT

- 1) How does unpredictability teach flexibility?
- 2) Why do we want a curriculum that lasts over the lifespan of the learner?
- 3) Why might horizontal articulation be easier than vertical articulation?
- 4) Explain how the “four skills” is an artificial classroom construct. What does language use look and sound like in real life?
- 5) How do Aesthetic Education and Drama Pedagogy help the learner construct meaning?
- 6) Explain Mediation and why it is important for preparing an autonomous language learner.
- 7) Explain the common context for all three levels of learner engagement in the AATT. Which feature of the AATT is the most compelling for you?

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# CHAPTER TWO: (RE)IMAGINING CURRICULUM TO REVEAL THE CULTURE STORY



Intercultural perspectives and transferable concepts unfold articulated curriculum and scaffold key performance tasks, not functions, structures and forms.



Learners solve problems and create novel products, in curriculum designed backward from intercultural concepts transferable to real world contexts.